Griffith UNIVERSITY

Guidelines for preparing a Statement of Resources

Approving authority	Academic Committee
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Document URL	http://policies.griffith.edu.au/pdf/Preparing a Statement of Resources.pdf
TRIM document	2014/0005018
Description	Each School is encouraged to develop its own requirements for a Statement of Resources. However, to assist Schools this document provides guidance in three specific instances where resource assessments for new courses are required: ▪ the use of teaching laboratories or studios, and/or technical staff and equipment. ▪ the use and development of teaching and learning resources. the use and development of the library collection.

Related documents

Course Approval and Review Process
Course Profile Requirements
Course Profile Template
Scholarly Information Impact Statement
Role Statement Course Convenor

[Laboratory/Studio Requirements] [Resource Production] [Scholarly Information Impact Statement]

1.   LABORATORY/STUDIO REQUIREMENTS

In cases where courses involve the use of teaching laboratories or studios, and/or technical staff and equipment, Course Convenors should consult:

▪ relevant senior scientific/technical staff in the academic Group to document any laboratory and/or technical requirements;

▪ INS Client Technology Services staff to document any requirements for software applications.

This information will form part of the Statement of Resources for the Course. Completed Statements of Resources approved or modified by the School should be forwarded to the relevant scientific/technical and/or INS staff member for ensuring the facilities and staff are available to support learning and teaching in the course as required.

2.   RESOURCE PRODUCTION

For courses in which the development of teaching and learning resources is proposed it is recommended that the Course Convenor/Teaching Team document the process for the design, development and evaluation of these resources, for inclusion in the Statement of Resources. This information is to provide the School Committee with evidence of a scheduled resource production process and quality assurance intentions at the time the Course Profile is considered for approval.

Staff developing or changing courses are encouraged to liaise with Learning Futures who support the curriculum development needs of staff across all areas of teaching and learning, including curriculum, assessment and evaluation design and graduate skills development. Learning Futures has resource materials (hard copy and web-based) available and can offer workshops in these areas. Academic staff can consult Information Services (Learning and Teaching) with regard to all matters relating to the design and development of blended learning resources. Information Services (Learning and Teaching) will provide academic staff development (in conjunction with Blended Learning Advisors) in all aspects of Blended Learning Design and the use of educational technologies and Learning@Griffith as the delivery platform for online courses.

3. SCHOLARLY INFORMATION IMPACT STATEMENT

For all new courses the Course Convenor is required to complete the Scholarly Information Impact Statement. The Scholarly Information Impact Statement is provided to the Manager Academic Services, INS Scholarly Information and Research, who documents the effectiveness of the current library collection in supporting the new course, and if the current collection is unable to support the course, identifies the additional resources required. The Scholarly Information Impact Statement forms part of the Statement of Resources for the Course which accompanies the Course Profile for a new course to School Committee for consideration. Completed Statements of Resources approved or modified by the School should be forwarded to the Manager Academic Services, INS Scholarly Information and Research, so that the Library is in a position to support learning and teaching in the Course.